



DALMILLING PRIMARY SCHOOL IMPROVEMENT PLAN: 2025-2026

Working to achieve excellence and equity for all learners.



Our Vision, Values and Aims

<i>Vision</i>	
<i>Inspire Engage and Succeed Together (June 2020)</i>	
<i>Our Core Value</i>	
<i>We Care (January 2021)</i>	
<i>Aims</i>	
<i>We aim to promote a high standard of learning experiences for pupils</i>	<i>We aim to provide a safe and caring environment</i>
<i>We aim to match learning to individual pupils</i>	<i>We aim to promote positive attitudes and high self-esteem</i>
<i>We aim to enable pupils to reach their potential</i>	<i>We aim to promote effective partnership with home, school and community</i>

**South Ayrshire
Council Plan**

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

**Children's Service
Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Education Services
Priorities**

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

**National
Improvement
Framework Priorities**

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

HGIOS 4 Quality Indicators

1.1 Self-Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement

NIF Priorities:

Improvement in attainment, particularly in Literacy and Numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Target: To raise attainment for all in literacy and close the attainment gap by improving attainment

Outcomes	Measures & Actions	Intended Impact
Increase % of learners on track to achieve expected CFE level in literacy: P1 – 70% P4 – from 70% to 71% P7 – from 64% to 66%	• ACEL level cohort tracking including December and June data uplifts. • Learning conversations progress updates • Class observation feedback on teaching of writing • Protected time to look at data and standardised assessments across P1-P7 to plan next steps in learning. • Writing development being a key focus throughout the year. • An assessment working party will work to streamline assessments and tracking within literacy. • Continued working within the SAR Team to refine reading skills, embed morphology, revisit comprehension and improve writing attainment. • Continue with literacy development work including reading for pleasure. • Attendance (lates and absences) of targeted learners. • Staff and Pupils Surveys • Regular parent/child learning events to share SAR methodologies and increase levels of engagement and parent understanding. • Continue to work towards Communication Friendly Classrooms. • Continued partnership with SLT to embed appropriate interventions. • Develop pupil support to lead to writing improvements across the school and ensure	➤ Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7. ➤ Through cluster moderation activity all staff will become more confident in professional judgements in terms of progress within a level. ➤ Improved writing development throughout the school using a range of approaches to improve consistency and raise attainment. We have a member of staff engaging with SAR assessment group. ➤ All staff will engage with South Ayrshire Reads (Year 3) therefore will have improved knowledge of best practice in reading. (See Appendix 1) ➤ Improved engagement in reading for pleasure and have evidence of improved reading culture and work towards Reading Schools accreditation. ➤ Continue to develop a communication friendly environment consistently throughout the school. ➤ Encourage pupil leadership groups. ➤ Increased engagement from a wider group of pupils and parents within the context of literacy. ➤ All pupils are supported in the preparation for transitioning into secondary school including additional work within literacy cluster transition project. ➤ Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs. South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this.

	that effective systems and approaches are in place to support writing. • Support staff to deliver targeted literacy interventions with teachers able to demonstrate impact through STINT. • Enhanced use of ICT and assistive tech to support writing and dyslexic learners.	
Lead Persons: Jodie Thomson, Fiona Priestnall, Laurin Campbell		
Timescales: By June 2026 (Including mid-year review)		
Budget: PEF - School Assistants, EYP in P1 and P2		

HGIOS 4 Quality Indicators: 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement		
NIF Priorities: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.		
Target: To raise attainment for all in numeracy and close the attainment gap by improving attainment		
Outcomes	Measures and Actions	Intended Impact
Increase % of learners on track to achieve expected CFE level in numeracy P1 at least 81% P4 from 67% to 70% P7 from 86% to 88%	• ACEL level cohort tracking including December and June data uplifts. • Learning conversations progress updates. • Class observation feedback on the teaching of numeracy. • Analysis of various data and Standardised assessments across P1-P7. • Deliver CLPL to staff to develop consistent approaches in mathematics vocabulary. • Develop a calculation policy/progression. • Continue to develop approaches to termly assessments and tracking. • Develop and deliver Building Thinking Classrooms lessons. • Work in partnership with Ayr Academy maths department to co-design transition activities and	➤ Increase number of targeted learners achieving expected CFE levels in numeracy P1, P4, P7 resulting in stretch aims being met. ➤ Further develop and enhance the pedagogical knowledge and professional skills of staff through working with the local development numeracy officer and maths champions to improve teacher confidence. ➤ Through cluster moderation activity all staff will become more confident in professional judgements in terms of progress within a level. ➤ All staff are involved in professional learning opportunities developing skills in numeracy pedagogy which will improve pupil engagement and pupil understanding of mathematical concepts. ➤ Almost all staff deliver mathematics and numeracy lessons using 'Building Thinking Classrooms' pedagogy which will improve pupil engagement and pupil

	ensure continuity of learning from P7 into S1. • Increase learner voice opportunities — gather more feedback on pupil experiences of numeracy learning through surveys and focus groups. • Extend parental engagement in numeracy through workshops and home learning opportunities (P1 initially). • Engagement with Education Scotland Toolkit to support and scaffold learners in Numeracy, led by Nanette Brotherwood, Education Officer. • Develop the use of pupil support additionality to strengthen pupil targets and progress of children with an identified additional support need.	understanding of mathematical concepts. ➤ To improve staff understanding of pedagogical practices on raising attainment including adaptive learning and teaching, outdoor learning and play based learning. ➤ All pupils are supported in the preparation for transitioning into secondary school including additional work within literacy cluster transition project. ➤ Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs. South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this. ➤ Parental engagement and confidence within numeracy is improved.
Lead Persons: Kay Shields, Fiona Priestnall, Gillian Caitens		
Timescales: By June 2026 (Including mid-year review)		
Budget: PEF - School Assistants, EYP in P1		

HGIOS 4 Quality Indicators:

1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities:

Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

To develop Children's Rights Agenda**To continue to improve children and young people's HWB****To develop Pupil Profiling**

Outcomes	Measures and Actions	Intended Impact
RRS Working towards Rights Respecting Schools Gold Award Accreditation	• Increased parental involvement in HWB and RRS through events and engagement opportunities. • Strengthen the cluster RRSA group through regular collaboration. • Participation in pupil groups across the school. • RRS leads to continue to develop approaches and understanding of Children's Rights across the school.	➤ Children are confident in articulation of children's rights and how they impact them. ➤ Children's rights are fully embedded across the school.

<u>Attendance and Late Comings</u> Average school attendance is currently 91% increase to 92%. Reduce the number of late comings across the school to 70 having more than 10 late comings (Session 2024/2025 79 pupils have more than 10 late comings).	• LT and Education Welfare Officer to continue to develop approaches to promoting attendance at school. • Begin to develop approaches to reducing late coming to school.	➤ Promoting positive attendance and reduce late coming through whole school initiatives.
<u>Nurture and Inclusion</u> Enhance fidelity model of nurture provision across the school. Continue to develop inclusive approaches with all learners within school. Continue to develop approaches to key transitions within P1 and S1.	• Termly Boxall assessments for children attending nurture. • Monthly nurture meetings to discuss progress of attending pupils. • Assessment of teachers in terms of readiness to learn across the school. • Pupils are supported in the preparation for transitioning into secondary school through Ayr Academy universal and enhanced transition programme including Literacy and Numeracy transition work. • Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs including SAR project work. • South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this. • Enhancement of Early Years Transitional Policy – Monthly meetings with Associated Early Years Centre.	➤ The percentage of children demonstrating readiness to learn will increase across the year. ➤ A communication friendly environment will be consistent throughout the school, enabling all children to access the curriculum and succeed in learning together. ➤ All pupils are supported in the preparation for transitioning into secondary school and P1 through universal and enhanced transition programme.
<u>Health and Wellbeing</u> Continue to improve children and young people's HWB.	• Promote regular discussions of pupil wellbeing through Pupil Progress Meetings. • Continue to develop responses to pupil wellbeing through toolkit of interventions such as Seasons for Growth, Barnardo's etc, • Responsive action to trends of behaviour e.g. LT called for support, reporting of violence and aggression	➤ All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. ➤ An increased number of children scoring wellbeing indicators at 10 – 90% across all indicators. ➤ All care experienced pupils will be supported to improve wellbeing and in turn work towards improved educational outcomes.

	- Tracking of Wellbeing Indicators (through Wellbeing Webs). - Staff and Pupils Surveys	
Pupil Profiling Pupils to use a digital space to build up a learning journey.	- Pupils will upload and showcase their achievements, skills, awards, hobbies and learning through the introduction of SEESAW. - Pupils will set and track personal goals and progress. - Pupils will reflect and grow by sharing with adults and peers to help them understand their learning and next steps. - Parental encouragement to engage with SEESAW and their child's learning.	- Pupils will have engaged in a new approach to learner profiling. - Pupils will demonstrate confidence and have a platform to describe their skills, strengths, progress made, and next steps.
Lead Persons: Kay Shields, Karen McFarlane, Jodie Thomson, Andrew Robinson (SEESAW), Natalie Rorison (RRS), Fiona Priestnall		
Timescales: June 2026 (and mid-year review)		
Budget: PEF - School Assistants, Welfare Officer, EYP in P1		


Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Education Improvement Plan 2023-2026](#)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-2026](#)

**PHASE 1 SOUTH AYRSHIRE SCHOOLS
2025-2026**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society To <i>support and develop all education staff in South Ayrshire</i> to implement best practice through a culture of shared knowledge, collaboration and enquiry To <i>promote the implementation of an excellent reading curriculum</i> which prioritises best practice, challenge and adapted teaching for children with additional support needs To <i>gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i>	By June 2025, ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The <u>aims</u> of South Ayrshire Reads continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed.	SAR PT's	June 2025
	By June 2026, ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	LW	June 2026
	By June 2026, ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer <u>visit</u> pre-workshops/discussion/observation guides	SAR PT's	June 2026
	By August 2025, Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their <u>stages</u> - Catch-up sessions agreed & planned by SAR Team - Phase 1 schools to identify existing members of staff to support this through coaching/modelling	SAR PT's	August 2025
	By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	SAR Team	June 2026
	By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.	SAR PT's	June 2026
	By June 2026, ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR PT's	June 2026

	By June 2026 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.	is consistent and clear to all stakeholders	- o Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - o Opportunity to attend workshops and drop-in sessions focused on data literacy.	HM CB	June 2026
	By June 2026 ALL Phase 1 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR	JM HM CB SL	June 2026
	By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		- o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification - o Support for RL from SAR team for workshop and parent events - o Access to authority SAR family engagement session / resources	Reading Leaders & SAR PT's SL	June 2026

Ayr Cluster Literacy Improvement Plan 2025-2026

Cluster Vision

Our vision is to create a supportive and dynamic cluster team to allow for enhanced collaboration, seamless transitions, and a consistent approach to literacy development. By improving cluster working, we will build stronger partnerships, ensuring that every young person has the resources, guidance, and opportunities to reach their full potential. Our commitment to fostering a love for learning will not only elevate literacy levels but also inspire greater engagement and enjoyment in literacy, empowering young individuals to become confident, lifelong learners.

Raising attainment in literacy through effective transition.

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To extend the transition experience to Primary 6 pupils to ensure enhanced curricular transition.	- A cyber first graphic novel and teaching materials to be shared with all primaries. - Pupils will visit Ayr Academy for Lesson 1 on cyber security which will include support L Robertson, A Pickard and Education Scotland. - Ayr Academy Pupils will then lead learning in each primary delivering lessons 2 & 3. - Primary staff will then consolidate learning to produce a graphic novel. - Parent showcase of graphic novels from all primary schools at Ayr Academy - May - Best novel from each primary to be printed.	E McDonagh	➤ Sharing of teaching materials May 25 ➤ Delivery of lessons Aug-Dec 25 ➤ Jan-March 26- Decision on best graphic novel from each primary and printing of novels ➤ May Parent Showcase	Pupil surveys of S3 leaders of learning. Pupil surveys of P6. Cluster review/moderation of novels produced and staff feedback on quality of work.

Raising attainment in literacy through a shared understanding and collaboration				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
Continue to develop moderation activities across the cluster to develop a shared understanding achievement of a level and the milestones for progression across a level.	- Moderation calendar to be agreed - Moderation event 1 - will be to review work for any pupils causing initial concern in their levels of literacy. - Moderation event 2 will be the combined moderation of S1 reflective essay with the evidence jotter from primary school. - Moderation of the Rubric assessment tool for writing	S Morton Emma McDonagh Cluster staff Cluster staff	➤ August 2025 ➤ September 25- Cause for Concern moderation event. ➤ December 25- Combined moderation of reflective essay and evidence jotter. ➤ October 25	Staff across the cluster will develop a robust understanding of moderation at key points of transition. Pupils will demonstrate progress across a level in S1. Stretch aim 60% of pupils should achieve 4 th level by the end of S3
Raising attainment in literacy through using data effectively				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop a shared framework for writing skills.	- Shared Command words to be embedded in cluster schools to ensure understanding of key vocabulary. Resources produced to support this - Common vocabulary used in S1 to be shared with primaries. - PEEL writing structure to be used by all cluster schools. Resources produced to support this. - A shared list of non-negotiables regarding written work by the end of P7 which moves with them to S1. These will come from the benchmark statements. - Creation of WAGGOLL paragraphs annotated with the non-negotiables. 1st level rubric for marking written pieces to be created in line with current level 2-4 rubric	D Miller E McDonagh S Morton D Miller & C Cowie Sally Law C Cowie & A McQueen	➤ August 2025 ➤ August 2025 ➤ August 2025 ➤ August 2025 ➤ August 2025 ➤ Jan 2026	Observation of pupils in lesson will demonstrate that they have both understanding and confidence in: shared vocabulary including command words, PEEL Structure and non-negotiables. The work pupils produce will demonstrate this shared understanding, and this shared approach will be evident at moderation. We will use historic data of pupils' progress in P7 and S1 and compare this to the progress of pupils in

To increase parental involvement to better support young people's literacy levels	- One Note to be set up to aid sharing of resources . - A parent night on how to support your child's literacy to be held with both primary and secondary staff present.	Sally Law A McQueen	➤ May 2025 ➤ October 2025	2025-2026 cohort. We will survey parent's views on our approaches to literacy and seek their feedback on next steps.
Raising attainment in literacy through moderation and shared assessment standards				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
Increase secondary staffs understanding of the science of reading.	- Input on the Reading Rope at an in-service day for all Ayr Academy staff. This will include primary colleagues sharing their experience. - Training on Read wise for wider staff. - Faculty focus groups to review the S1 curriculum including social subjects and science.	Sally Law Emma McDonagh	➤ August 25 ➤ Completion of whole school input on Reading Rope and Read wise. ➤ Jan 26 ➤ S1 curriculum review complete. ➤ Jan 26- May 26 ➤ Observation S1 lessons - focus on literacy.	Staff evaluations following inputs. Observations of lessons of S1 lesson with a literacy focus in both science and social subjects.
Raising attainment in literacy through investment				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop our understanding of how to use data effectively to inform learning and teaching.	S Law team to give input to cluster staff on how to use accelerated reader data effectively to support teaching and learning.	Sally Law H Milne	➤ Ongoing th ➤ rough session 25-26	Increased quiz scores and progression in level of challenge. Greater sustained engagement by S1 pupils. Staff track and monitor progress and can link this lesson planning.

Ayr Cluster Numeracy Improvement Plan 2025-2026	
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Vision Statement	
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Our vision is to create a collaborative and cohesive approach to numeracy across our cluster schools, fostering an environment where students experience increased confidence and attainment mathematics.

By ensuring consistent, high quality numeracy practices and promoting seamless progression in the Broad General Education (BGE), we will empower young people to thrive in their mathematical journeys. Staff will work collegiately. Sharing expertise and using data-drive insights to guide and accelerate student progress. Our aim is to build a solid foundation innumeracy, where every students growth is supported, and all learners leave with the skills and confidence they need to succeed.

As a cluster we aim to achieve the following:

- ✓ We focus on ensuring pupils can $+/ \times / \div$ with whole numbers and decimals and are proficient in their tables from memory
- ✓ All pupils will make progress across a level in S1

Raising attainment in numeracy through effective transition				
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What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To design a transition experience for P7 pupils that allows them to feel a continuity in their numeracy journey as they progress into secondary education.	- ChrisMaths event to be held in December each year. Based around the four operations, pupils will complete activities in their primary class which directly links to the activities to be completed at the ChrisMaths event. - Fun Fair Maths transition event from January to September. Project based learning which includes 2nd/3rd level numeracy outcomes, - Lessons to be developed from Fun Fair Maths materials - Lessons to be completed in Primary with final lessons travelling with pupils to S1.	A Jamieson Gillian Caitens & Dana Forrest	➤ June 2025 - Cluster Planning Day, cluster agrees the content of the mathematical problems to be completed at Primary in preparation for ChrisMaths event. ➤ November 2025- Groupings and information for event shared. ➤ December 2025 evaluations review. ➤ June 25 - Cluster Planning Day to determine the ten (approx.) lessons from Fun Fair Maths to be used. ➤ October 25- Fun Fair Maths Booklet (which will travel to secondary) to be created. ➤ October 26- Moderation of booklet and pupil work. (O.2FTE role)	Pupil evaluations after the event. Gather views of cluster staff who attend event. Moderation of teaching and learning materials. Moderation of pupil's work

Raising attainment in numeracy through a shared understanding and collaboration

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop a shared understanding of teaching and learning around the four operations.	- Cluster one note to be created to aid sharing of resources. - P7 teachers to observe S1 Maths lessons (Big Breakfast event) - To share information on learners who still rely heavily on concrete modelling at the point of transition. - Create a Maths Charter which shared across the cluster to provide a consistent language and approach to tackling mathematical problems.	0.2 FTE A Jamieson A Jamieson & C Dunstall Jackie Edmiston	➤ August 25 - One note in place ➤ September 25- Observations schedule shared with time for post observation dialogue. ➤ May 26- Greater detail passed across for learners experiencing challenge in numeracy. ➤ January 26- Draft Maths Charter for review February in-service day.	All pupils will make progress within level in S1. Greater understanding of prior learning will result in secondary staff moving at a quicker pace through curriculum. Observation of pupils in lessons will demonstrate they have the confidence and skills required to quickly process calculations using the four operations. We have consistent approaches to teaching across cluster.

Raising attainment in numeracy through using data effectively

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To deep dive into NSA data to better our understanding of difficulties young people in our cluster are having in relation to numeracy.	- Agree a time frame in which all NSA will be complete. - To agree assessments conditions for NSA to ensure consistency. - Data Coach will perform an analysis of the data looking at individual questions/E&Os/Organisers	Nicola Killick Nicola Killick E Stott	➤ January 26- Draft of NSA arrangements shared. ➤ June 2025- Data submitted. ➤ September 2026- Data Analysis completed. ➤ October 2026- Cluster staff will review.	Analysis of data allow to adapt our planning and teaching to meet the needs of our learners better. All pupils will make progress within level in S1. P7 Staff will adapt teaching strategies where required based on data for the following year.

Raising attainment in numeracy through moderation and shared assessment standards

What outcomes do	How will we achieve this?	Lead	Checkpoints	How will we measure
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we want to achieve?		Person		impact.
To develop moderation activities across the cluster to develop a shared understanding of achievement of a level and the milestones for progression across a level.	• Moderation of Fun Fair Maths teaching materials • Evidence from Fun Fair Maths to be gathered on one core one challenged and one able pupil for moderation.	0.2 FTE	➤ One Note folder monitored and organised on-going. ➤ September 2026 - Moderation materials collated. ➤ October 2026- Moderation Day with cluster staff.	Staff across cluster develop a robust understanding of moderation at key points in transition. Staff will have increased confidence and knowledge of each other's approaches to teaching of operations. We can confidently agree that transition levels are secure and next steps are jointly agreed.
Raising attainment in numeracy through investment				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To strength the link between primary and secondary staff and therefore ensure consistency in the approach to the curriculum.	• 0.2 FTE staffing to be allocated to cluster working. • 0.2 FTE will work across the cluster on: ✓ Team teaching ✓ Joint planning of teaching materials around the four operations. ✓ Organisation and feedback on resources from shared One Note. ✓ Pupil focus groups on transition experience. ✓ Organisation of moderation events.	TBC 0.2 FTE	➤ 0.2 FTE to provide termly summary to the cluster.	Short term target S1 pupils make progress within a level. Long term -Stretch aim 30 % of pupils should achieve 4th level by the end of S3.

